[Replace below logo with School logo if you wish]

Sandwell
Metropolitan Borough Council

[Insert Name of School]

Schools' Emergency, Business Continuity & Recovery Plan

Item Record Table – To be completed by school

Title	**[Insert School Name]** Schools' Emergency, Business Continuity & Recovery Plan
Freedom of Information (FOI) and Data Protection	**[**Insert Restriction type**]** FOI Lead Agency - **[**Insert School Name**]**
Author	**[**Input Author Name**]**
Document Owner	**[**Insert Document Owner**]**
Document Maintenance	A full review of this plan will be conducted every 3 years, or sooner, in close consultation with key stakeholders. In addition, contact details will be confirmed on an annual basis.
Consulted	**[**Insert departments / agencies consulted with**]**
Approved by	**[**Insert Document Owner**]** **Date: [**Insert Date approved**]**
Review Date:	**[**Insert Review Date**]**

Contents

Introduction

Schools have a fundamental duty of care to create a safe environment for both staff and pupils. Parents and carers entrust schools with the well-being of their children, and it is through the collective efforts of school staff and governors that educational institutions remain secure. However, unforeseen emergencies can impact schools at any time, varying in scale and severity.

Incidents affecting a school are varied and may include:

1. **Severe Weather**: From flooding to heavy snowfall, extreme weather events can disrupt normal operations.

2. **Fire, Flood, or Explosion**: Accidents within the school premises can pose significant risks.

3. **Injury or Death**: Tragic events involving students or staff members.

4. **Violence and Assault**: Instances of aggression within the school environment.

5. **Destruction or Vandalism**: Damage to school property.

6. **Chemical or Toxic Substance Release**: Accidental spills or leaks.

7. **Community Disasters**: Wider-scale calamities impacting the local area.

8. **Educational Visit Incidents**: Accidents during field trips, including road traffic collisions.

9. **Public Health Emergencies**: Such as pandemics or epidemics.

While critical incidents are infrequent occurrences, it is paramount to maintain thorough preparedness to mitigate their impact and respond effectively. Effective crisis management not only preserves lives but also instils confidence in staff, parents / carers, and pupils. Additionally, it serves to uphold the school's esteemed reputation and shields against potential legal ramifications.

These incidents may arise within the school premises or beyond, whether during term time or school holidays, and irrespective of regular school hours. Their repercussions can be profound and enduring, affecting all members associated with the school.

So why produce and maintain an emergency plan for your school?

The importance of having an emergency plan cannot be overstated. Both the Department for Education and Local Authorities advocate for schools to develop such plans. Furthermore, OFSTED prioritises the assessment of schools' safeguarding procedures, emphasising the need for robust policies to address emergencies.

Guidance on [Emergency planning and response for education, childcare, and children's social care settings](#) is available from the Department of Education.

Aim

The aim of this document is to provide a template for Sandwell schools, enabling them to establish a structured response to emergencies. It outlines how to effectively manage and coordinate emergency situations while ensuring continuity of service.

Objectives

The objectives of this guidance document are to provide:
- Aide memoires on the types of emergencies schools should prepare for and issues to consider when completing this template plan for your school
- To identify critical/useful contact information
- Information and notes to complete an emergency plan for your school.
- To identify the immediate actions of the responders and school community
- To identify a plan audit and review process

Front Page
Insert name of school
Insert School logo should you wish
Insert page numbers
Fill in the table as suggested below

Version Control

To ensure the validity of the plan, copy holders are requested to notify the Head Teacher of any amendments to the information contained within it. Updated plans will then be distributed to all copy holders. All previous versions of the plan will be destroyed.

The contents of this plan should be completely reviewed on an annual basis and following an incident or disruption.

Date	Version	Updated By (Name and Role)	Amendment Details	Next Review Date

Plan Distribution List

Internal Distribution List

Fill in the table as suggested below

School Staff	No of copies	Format
Write the names of the staff who have been issued with a copy of the plan e.g., Head Teacher / Principal, Premise Manager, Site Manager, School Business Manager, and also circulate to the Governing Board / Body. All those with emergency responsibilities should hold an up-to-date copy of the emergency plan off-site. This is to assist with version control of your plan.	How many copies have been given to this person? e.g., The Head Teacher may wish to have more than one copy, one for home, one at school for example	Electronic and/or paper

External Distribution List

Consideration should be given to where the school plan is distributed/published; this is due to telephone numbers, such as Sandwell Councils' Resilience Team's number, that should not be released to the public.

It is important that your emergency plan is stored securely and only viewed by relevant persons. It is advised not to upload this document onto your website.

Fill in the table as suggested below

Organisation	No of copies	Format
Write the names of the organisations to which you have issued a copy of your plan. Other organisations may include external clubs that use your school and your buddy establishment(s).		

Plan Distribution List Example

The plan should be treated as a secure document and its contents kept confidential at all times.

Distribution List	Location	Date Issued
[Insert Name - Chair of Governors]	Office Copy	
	Home Copy	
[Insert Name - Head Teacher]	Office Copy	
	Home Copy	
[Insert Name - Assistant/Deputy Head Teacher]	Office Copy	
	Home Copy	
[Insert Name – Designated Safeguarding Lead]	Office Copy	
	Home Copy	
[Insert Name - School Business Manager]	Office Copy	
	Home Copy	
[Insert Name – Schools' Off-Site Visits Co-ordinator]	Office Copy	
	Home Copy	
[Insert Name - Office Manager]	Office Copy	
[Insert Name - Caretaker/Site Supervisor/Manager]	Home Copy	
[Emergency Grab Bag (If appropriate)]	School office or off-site	
[School Incident Management Team Members, see Page 16 for details] Input below:		
[Please add any other relevant staff to this template to be distributed to]		
Additional Copies: (if appropriate)		
[Off-Site Copy]		
[Electronic Copies]		
[Back-up Copy]		
[Diocese, Governors or Local Authority (optional)]		

Incident Response Activation

```
┌─────────────────────────┐
│   Start and Maintain    │
│      Incident Log       │
│       (Page 9)          │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│ Emergency or Disruption?│
│  (Use Page 15 if unsure)│
└─────────────────────────┘
```

EMERGENCY		
Complete relevant emergency scenario aide-memoire or adapt as appropriate. **Business continuity aspects are also considered.**		
1.	Unplanned School Closure	Page 24
2.	Death or Serious Injury to a Pupil or Staff	Page 26
3.	Outbreak of Disease	Page 28
4.	Emergency Safeguarding	Page 30
5.	School Trip Incident	Page 32
6	Fire or Flood	Page 35
7	Bomb Threat	Page 37

DISRUPTION		
Complete relevant business continuity scenario aide-memoire from list below or adapt as appropriate.		
8.	Unplanned Loss or Shortage of Key Staff	Page 41
9	Denial of Access	Page 43
10.	Failure of Technology or Loss of Data	Page 44
11.	Loss of Key Suppliers, Partners or Third Parties	Page 45
12.	Loss of Utilities	Page 46

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┌─────────────────────────┐
│   End of Incident Phase │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────────────────┐
│   Go to Section 3 – Recovery Phase   │
│            (Page 48)                 │
└─────────────────────────────────────┘
```

Incident Log Sheet

Incident Name:				Sheet Number:			
Date	Time	Contact Details (incoming/outgoing)	Information (received/given)	Actions (to be taken)		Complete? (Date/Time)	Person Responsible

Emergency Contacts Sheet

Local Authority Contacts	Office Hours/Out of Office Hours	Number
Duty Emergency Planning Officer (DEPO)	24 hrs a day	0121 569 6800 (ask for Duty Emergency Planning Officer)
Director of Children and Education Sally Giles	Office hours/Out of office hours	0121 569 8204 sally_giles@sandwell.gov.uk 07775 011 126
Assistant Director Education Services Julie Andrews	Office hours/Out of office hours	M: 07919 291012 Julie_andrews@sandwell.gov.uk
Assistant Director Education Support Services Sue Moore	Office hours/Out of office hours	07810646007 sue_moore@sandwell.gov.uk
Assistant Director Inclusive Learning Services Mark Joshi	Office hours/Out of office hours	07920859446 Mark_joshi@sandwell.gov.uk
Assistant Director - Children's Commissioning, Partnerships and Improvement	Office hours/Out of office hours	Vacant
MASH Education Team	Office Hours	0121 560 8144
Child Safeguarding	24 hrs a day	0121 569 3100
Educational Psychologists	Office Hours Only	0121 569 2777
Educational Visits Advisor	Office Hours Only	AB - 07920 757479 / CG - 07767 311497 AB aileen_barlow@sandwell.gov.uk or CG christina _grange@sandwell.gov.uk
School Organisation Team (Unplanned School Closures)	Office Hours Only	0121 569 8341 School_orgainastionunit@sandwell.co.uk
Sandwell Property Care (SPC) or your identified contractor for property repairs/maintenance	Office Hours Out of Office Hours	0121 569 4539 07590 801423
Public Relations and Communications Team	Office Hours Out of Office Hours	Weekdays: 9am-5pm: Press_office@sandwell.gov.uk For emergencies only outside of these hours: 07920 027723
Public Health UKHSA	Office Hours Out of Office Hours	PublicHealth_BusinessSupport@sandwell.gov.uk 01384 679 031 (Health professionals only)
Environmental Health	Office Hours Out of Office Hours	pollution_control@sandwell.gov.uk West Midlands Fire Service - 999
Risk and Insurance or your identified insurance company	Office Hours Out of Office Hours	Risk_services@sandwell.gov.uk
Legal	Office Hours	Social Care Partner Lead/Solicitor – 07870 514 729 Adults/Education Solicitor – 07870 514 729

		adultsandeducation_legalservices@sandwell.gov.uk
Resilience Team Emergency Planning	Office Hours	emergency_planning@sandwell.gov.uk

School Leads		
Chair of Governors		
Head Teacher		
Deputy Head Teacher		

School Key Holders		

School Incident Management Team Members		

Governors		

Agency Staff Providers and Regular Supply Staff		

Other Third Parties		
Security Companies		
Transport Providers		
School Meals providers		
External Site Users		

Utility Companies		
Electric		
Gas		
Water		
Telephone Provider		

Other Useful Numbers		
Teacher Support Network	24 Hour Helpline	08000 562 561
Trade Union		
Insurance Company		
Exam Board/s		
Local Hospital/Medical Centre		
Local Police Station		

'Buddy School' and Neighbouring Schools		

Other Organisations		
Department for Education	Enquiry Line	0370 000 2288
Environment Agency	Flood Line (24 Hour)	0845 988 1188
Foreign and Commonwealth Office	Consular assistance (24 hr) If Abroad Ring:	020 7008 1500 +44 20 7008 1500
UK Health Security Agency (UKHSA)	Main Switchboard Out of hours advice	0344 225 3560 (option 2) OOHs (Health professionals only) 01384 679 031

Non-Emergency Contact Numbers

(For building maintenance / repairs for Schools who have contracts in place with Sandwell Council)

Please note: The contacts below are for Schools who have contracts in place with Sandwell Council for the maintenance and repairs of their premises**.** The contacts below are not to be shared with members of the public and should be treated with confidence.

If you do not have a contract in place with the council for maintenance/repairs, please contact your identified contractor for property repairs/maintenance

Venue	Point of Contact (POC)	Number
Oldbury Learning Community	Paul Oliver	07900 758642
Rowley Regis Learning	Paul Oliver	07900 758642
Smethwick Learning Community	Libby Baker	07824 530157
Tipton Learning Community	Libby Baker	07824 530157
Wednesbury Learning Community	Libby Baker	07824 530157
West Bromwich Central Learning Community	Gail Tranter	07824 122361
West Bromwich North Learning Community	Gail Tranter	07824 122361
Edgmond Hall	Paul Oliver	07900 758642
Plas Gwynant	Gail Tranter	07824 122361
Ingestre Hall	Libby Baker	07824 530157
Frank Chapman	Libby Baker	07824 530157

In an emergency, please use the contact details below. The emergency contacts can also be found in the Emergency Contacts Sheet **(page 10):**

Emergency Repairs – Please call **SPC Helpdesk** on: **0121 569 4539**
(between **8am-5pm** Mondays to Thursdays and **8am-4pm** on Fridays)

For **Out of Hours** emergency repairs please call: **07590 801423**

Section 1

Planning

School Head: Statement of Intent

[Insert School Name] is committed to ensuring the highest level of education and development for all of its pupils. This is particularly important during times of disruption which can be caused by a variety of different scenarios.

As Head Teacher, supported by the Chair of Governors and the School Incident Management Team, I will be responsible for the coherence and effectiveness of the school's emergency and business continuity planning arrangements. This includes ensuring that the school is fully prepared to cope with any incident that may arise and providing a continued education and place of safety for the pupils.

This School Emergency Plan will enable our school to fulfil its obligations to:

o **Protect the vulnerable, including pupils and staff**
o **Support the work of the Emergency Services**
o **Maintain business continuity when faced with any disruptive challenge**

We will achieve this through:

o **Effective planning and preparation**
o **Establishing roles, responsibilities, and a leadership structure**
o **Working towards a confident and controlled incident response and recovery**
o **School wide training and awareness raising**
o **Tailoring this plan to meet the school's specific needs**

We recognise that it is the responsibility of every member of staff and school personnel to be familiar with the plan and its contents. This plan will be regularly reviewed and kept up to date in order to fulfil the above obligations to a high standard.

Signed

Head Teacher

Defining an Incident: Emergency or Disruption?

Emergency

Definition:

Handling emergencies is a normal part of school life. Some incidents, however, are of a more critical and overwhelming nature in which staff, pupils and parents / carers may experience acute or even prolonged distress. Emergencies can:

- o Arise with or without warning
- o Cause or threaten death, injury or serious disruption to normal life
- o Affect more people than can be dealt with under normal conditions
- o Require special mobilisation and organisation of resources

Examples:

- o The murder of a pupil or staff member
- o Fatal road traffic collisions
- o Fatalities or serious injuries on school trips
- o Teacher, member of staff or pupil suicide
- o Community tensions
- o Major arson attacks
- o Severe weather damage
- o Missing pupils
- o A fatal accident involving a contractor on school premises

If an event or incident falls under one or more of the above definitions or examples it is likely to require a planned emergency response.

Choose from Emergency Aide-Memoires 1-7 (Pages 24-40)

Disruption

Definition:

Not all incidents are emergencies, a disruptive challenge is an incident which:

- o Results in an interruption to the delivery of key services
- o Requires the educational establishment to respond in a manner outside of its normal day to day procedures

Causes of disruptions:

- o Industrial action
- o Sickness
- o Severe weather
- o Utility failure
- o Supply chain issues

The primary aim of **Business Continuity Planning (BCP)** is to ensure that, unless there is an overwhelming pressure caused by the disruption, the school remains open during term times and normal routines and timetables are maintained as far as possible.

It is important to develop strategies or alternative ways of working that allow this to happen, considering the circumstances of the incident and level of response required.

The Business Continuity Aide-Memoires act as a guide to ensure minimal disruption to the school as a service and a return to normal as soon as possible.

Choose from Business Continuity Aide-Memoires 8-12 (Pages 41-46)

School Incident Management Team Guidance

The School Incident Management Team (SIMT) is the group convened during or following an incident in order to manage the situation in an organised and structured manner.

Any staff or personnel may fill these roles depending on their skills, and more than one role can be assigned to the same person. While some roles may naturally align with particular staff members; it is vital to consider that the tasks will need to be completed under significantly higher stress during an emergency. Additionally, the roles and responsibilities called upon will heavily depend on:

> **SCALE** – What is the extent of the emergency and what resources are required?
> **DURATION** – How long will the incident last, considering both short and long term?
> **IMPACT** – How severe is the impact on key services, buildings, or stakeholders?

The table below serves as a framework to consider and develop the following questions:

- o What roles may need to be filled during and following an incident?
- o What key responsibilities does each role entail?
- o Who within the school could fill each role if required? *Recording the names and contact details of trained and suitable personnel will save time in an emergency.*
- o What training considerations and resources are available for each role?

Role	Tasks and Responsibilities in an Emergency or Disruption	Pre- Incident Training and Resources	Staff Trained (Names) (Details on Page 6)
Incident Team Lead (Head Teacher/Deputy or Chair of Governors)	**Strategic Role** o Chair of School Incident Management Team o Ensure school-wide continuity. o Receive information and make decisions o Lead on interviews or assign appropriate SIMT member e.g. Media and Communications Lead. o Work through aide-memoire	School incident management workshops (can be supported by Sandwell Resilience Team) Email: emergency_planning@sandwell.gov.uk Familiarisation with Emergency Plan	
Log Keeper (Essential Role)	o Maintain incident log (Page 9) o Ensure that all key decisions and actions taken in relation to the incident are recorded accurately o Ensure that all other logs such as communications or recovery logs are also being maintained	A variety of 'Incident Loggist' virtual training courses are available online	
Communications and Media Lead	o Maintain a communications and media log o Follow the Communications and Media Checklist (Page 47) o Establish and maintain lines of communication with all stakeholders – use aide memoires o Responsible for social media o Liaise with Council PR and media o Collate information about the incident for press statements	A variety of media management and crisis communications courses can be found online	
Facilities Lead	o Maintain log of actions	Risk Assessment Training Fire Safety/Marshal Training	

	o Ensure site security and safety during and following an incident o Liaise with SIMT Manager to advise regarding infrastructure o Point of contact for contractors o Pre incident: ensure school site information section is up to date (Page 56)	https://www.gov.uk/government/publications/school-and-college-security (Managing Security in Schools Guide – National Association of Head Teachers Website) School specific scenario workshops may also highlight facilities issues	
Health and Safety Lead	o Maintain health and safety log o Responsible for following and distributing any health and safety procedures or advice o Risk assessments o Consider infection control o Complete any accident/incident paperwork and RIDDOR forms. o Manage first aid considerations	Health and Safety courses and materials available from: o Health and Safety Executive o UKHSA o National Union of Teachers	
Child Safeguarding Officer	o Maintain safeguarding log o Ensure welfare of all pupils o Co-ordinate with Police, Family Liaison Officers; Educational Psychologists; Children's Services and any relevant voluntary organisations o DBS checks of temporary staff	School mandatory training Sandwell's Safeguarding Children Board also offers safeguarding training Online Emergency Toolkit: www.keepingchildrensafe.org.uk	
Emotional Support Lead	o Maintain log of all incident related cases and actions o Work with Child Safeguarding Officer to identify child needs o Act as a point of contact for pupils or staff with concerns about the incident or with difficulties recovering from it. Be a source of advice about support available	Redcross.org/education: Emotional Support in a Crisis Emotional First Aid Training Course: www.emotionalfirstaid.co.uk	
Business Continuity Lead	o Record all decisions and actions in the incident log (Page 9) o Take responsibility for business continuity considerations o Take decisions in order to return swiftly to 'business as usual' o Pre-incident business continuity checklist (Page 21)	Training resources and courses available at: www.thebci.co.uk continuityshop.com/ www.ibct.com epcresilience.com School disruption and closure scenario workshops	
ICT Lead	o Maintain ICT log o Ensure resilience and recovery of the school's ICT infrastructure o Work with the Business Continuity Co-ordinator in disaster recovery o Liaise with suppliers or ICT support	Backup and disaster recovery in school's information can be found online	
Recovery Co-ordinator	o Maintain recovery log (Page 50) o Lead and report on the school's recovery process o Facilitate a full debrief o Identify lessons learned as a result of the incident/recovery o Liaise with the plan owner to ensure lessons learned are incorporated into the plan development	Emergency response and recovery guidance: emergency-response-and-recovery	

Training and Exercising

To ensure the effectiveness of this plan during a real life incident, the following training methods will be incorporated into the school's emergency preparations:

- Sandwell Council Resilience Team offers emergency planning awareness, school workshops and business continuity advice.

- Emergency Plan training and awareness raising will be integrated into inductions and mandatory training for all relevant personnel.

- Pupils will be included in the training and awareness schedule, with activities such as test exercises, practising routes to a 'buddy school' or discussing past incidents to prepare them and foster a greater atmosphere of calm in a real incident.

- Planning 'walk-throughs' to communicate the contents of the plan and to ensure staff are familiar with arrangements and procedures.

- Specific staff will receive education and training on Business Continuity (Page 21) and School Incident Management Team roles and responsibilities (Page 16).

- Component tests, for example checking alarms and locks and testing external storage devices.

- Table-top exercises using example scenarios to check the validity and reliability of the plan contents.

- Discussion of real life incidents to improve planning and response.

- Regular review of training log to ensure training is relevant and up to date.

A record of all training events, workshops, or exercises will be kept using the log sheet on the following page.

Further resources and reading:

- ✓ UK Government - Severe Weather- schools and early years settings

- ✓ Sandwell Council Resilience Team - www.sandwell.gov.uk/emergencyplanning

- ✓ British Red Cross - Disaster & emergencies teaching resources

- ✓ Business Continuity Guidance - Business continuity or disaster recovery plan: guidance and template

Training and Exercising Log Sheet

Date	Staff Trained	Details	Trainer

Emergency Grab Bag

A 'grab bag' is a store of important and useful equipment and resources that can be accessed quickly should you be required to evacuate your premises.

Section	Details	Included?
Completed Emergency and Business Continuity Plan	Emergency and Business Continuity Plan to include: ○ Key Contact details (Page 10) ○ School Specific Information (Page 55) ○ School Incident Management Team details and contacts (Pages 10 and 16)	
Organisational Information	Staff Handbook (policies and procedures)	
	Health and Safety Paperwork	
	Supplier and contractor information	
	Pupil Information	
	Remote Learning Passwords	
	Local 'Buddy School' Information	
Equipment and other items	First Aid Kit	
	Local Maps (showing car parking)	
	Torches	
	Whistles	
	Stationery	
	High Visibility Vests	
	Mobile phone: charged and with credit available	
	Mobile phone charger/car charger kit	
	Small amount of cash in change	

Note location of all grab bags below:

Location	Date Checked	Date Checked	Date Checked	Date Checked

Business Continuity Checklist

Implementing the following business continuity preparations and best practices is crucial to maintaining the continuous provision of education and ensuring the safety of our pupils, especially during times of pressure or limited resources.

Action	Completed Date/Name	Reviewed Date/Name	Reviewed Date/Name
Include alternative numbers on the Contacts Sheet (Page 10) for: • Suppliers and third parties • Caterers • Supply/agency staff • ICT support • Transport providers • Key holders			
Electronic back up of data and off-site storage of hard copies (record location of each document): • Insurance • Legal • Emergency Plan			
Keep an asset register of valuable school items for insurance purposes (including photos)			
Ensure safety of and access to valuable school documents such as controlled assessments			
Access to remote learning: internet, e-mail, networks			
Partnership with 'Buddy School' shared facilities, information, staff and resources			
Arrangements for priority and/or vulnerable groups. May depend on exam timetables or school users			
Security considerations: • Alarms • Visitor badges • Building Access			
Temporary off-site office or meeting place established **Location:**			

Emergency Preparations Checklist

Action	Page	Completed Date/Name	Reviewed Date/Name	Reviewed Date/Name
Populate Emergency Contacts Sheet	10			
School Incident Management Team: establish roles and carry out training	16			
Put together emergency grab bags: Note locations of each bag	20			
Include school site specific information in Resources Section of plan	55			
Complete Business Continuity Checklist	21			
Print out Telephone Bomb Threat sheet – keep in reception/main office/switchboard	39			
Distribute completed plan to copy holders: Note locations on distribution list	6/7			
Staff and pupil training, awareness and familiarity with the plan (should be ongoing)	18			
Review and update plan: Version Control	5			

Section 2

Incident Response

Aide-Memoire 1 - Unplanned School Closure
For example, severe weather or civil disturbances

Action	Person Responsible		Completed Time	Notes
Start incident log (Page 9)				
Contact Head Teacher or Deputy (Contact Sheet Page 10)				
Activation of plan: note date and time				
Liaise with Emergency Services or relevant organisations e.g. utility companies				
If in immediate danger, evacuate or invacuate to a point of safety				
Temporary relocation: liaise with 'Buddy School' or contact Council (see page 11 for details)				
Convene School Incident Management Team (Page 16)				

Alert as appropriate:
  o Chair of Governors
  o Teaching staff
  o Support staff
  o Contractors				

Inform Sandwell Council using the extranet - https://www.sandwell.gov.uk/schools-education/school-closures They will update the council website and twitter for parents and carers				
Consider media, PR, and information sharing – see Media and Communications Checklist (Page 47)				

Contact:
  o School Organisation Team
  o Children's Services
  o Public Relations Officer
  o Duty Emergency Planning Officer
  o Property Services
  o Insurance Company
See Contacts Sheet (Page 10)				

Inform parents/carers Inform pupils				
Establish helpline				
Transportation				
Business Continuity Considerations				
Exam timetables				

Controlled assessments				
Catering requirements				
Consider suppliers: cancel or relocate deliveries				
Site security				
Cancellations: bookings, transport, clubs etc				
Record all changes and cancellations for easy reinstatement				
Regular updates in place for parents / carers, staff, pupils				
Plan for re-opening and return to normality				
Prepare for Recovery Stage. Go to Section 3 (Page 48)				

Further Notes:

Aide-Memoire 2 - Death or Serious Injury to a Pupil or Staff

For example, violence, assault, or accidents

Action	Person Responsible	Completed Time	Notes
Start Incident Log (Page 9)			
Contact Head Teacher or Deputy (Contact Sheet page 10)			
Activation of plan: note date and time			
Record injuries and casualties: names, locations			
Liaise with Emergency Services/hospitals and regularly update			
Convene School Incident Management Team (Page 16)			
Set up an Incident Control Room as a focal point for all information and decisions			
Inform parents or carers directly involved			
Alert as appropriate: o Chair of Governors o Teaching staff o Support staff o Contracts			
Follow School Health and Safety policies and procedures o Fill out accident/incident forms o RIDDOR			
Consider media, PR and information sharing– see Media and Communications Checklist (Page 47)			
Contact: o Public Relations Officer o Duty Emergency Planning Officer o Children's Services o Educational Psychologists o Department for Education			

o Assistant Director - Education Services o Unions See Contacts Sheet (Page 10)			
Inform those not involved (where appropriate): o Parents/carers o Pupils o Neighbouring schools			
Establish helpline			
In event of unplanned school closure see Aide-Memoire 1 (Page 24)			
Establish a briefing room (s) for families and/or staff			
Nominate a 'meet and greet' person			
Business Continuity Considerations			
Exam timetables			
Controlled assessments			
Cancel bookings/activities			
Security of site			
Recovery and Support Considerations			
Voluntary organisations: advice and guidance			
Appeals for information/donations etc			
Funeral attendance/arrangement			
Debrief for all involved			
Prepare for Recovery Stage. Go to Section 3 (Page 48)			

Further Notes:

Aide-Memoire 3 - Outbreak of Disease

For example, Coronavirus / Pandemic Flu, Meningitis, Measles etc

Action	Person Responsible	Completed Time	Notes
Start Incident Log (Page 9)			
Contact Head Teacher or Deputy (Contact Sheet Page 10)			
Activation of Plan: note date and time			
Compile a list of affected pupils/staff: names, symptoms, location			
Liaise with Emergency Services and Sandwell Council Public Health / UKHSA			
Convene School Incident Management Team (Page 16)			
Set up an Incident Control Room as a focal point for all information and decisions (off-site if required)			
Alert as appropriate: ○ Chair of Governors ○ Teaching Staff ○ Support Staff ○ Contracts			
Follow School Health and Safety Policies and Procedures ○ Accident and Incident Forms ○ RIDDOR			
Consider media, PR and information sharing– See Media and Communications Checklist (Page 47)			
Contact: ○ UKHSA ○ Duty Emergency Planning Officer ○ School Organisation Team ○ Children's Services See Contacts Sheet (Page 10)			
Establish helpline			

Use social media and school website to update public			
Alert neighbouring schools and maintain information sharing			
Consider other Aide-Memoires (if relevant): ○ Unplanned School Closure (Page 24) ○ Death/Serious Injury (Page 26)			
Business Continuity Considerations			
Support from Voluntary organisations			
Insurance/legal			
Exam timetables			
Controlled assessments			
Cancel bookings/events as required. Keep a record for easy re-instatement			
Maintain regular updates to staff, families, pupils			
Prepare for Recovery Stage. Go to Section 3 (Page 48)			

Further Notes:

Aide-Memoire 4 - Emergency Safeguarding

For example, intruder on school premises, missing children, child custody issues

Action	Person Responsible	Completed Time	Notes
Start Incident Log (Page 9)			
Alert school Child Protection Officer / DSL and Head Teacher immediately			
Activation of plan: note date and time			
Consult school safeguarding threshold document and follow school procedures as necessary.			
Take specific actions to avoid escalation e.g. lock-down, search of premises and grounds for missing child. Only do so if you are trained and it is safe to do so			
If necessary, evacuate or invacuate pupils/staff to a point of safety			
Call and liaise with Emergency Services			
Convene School Incident Management Team (Page 16)			
Set up an Incident Control Room as a focal point for all information and decisions			

Alert as appropriate:
   o   Chair of Governors
   o   Teaching staff
   o   Support staff
   o Contracts			

Follow School Health and Safety policies and procedure
   o   Accident and incident forms
   o RIDDOR			

Consider media, PR, and information sharing– see Media and Communications Checklist (Page 47)			

Contact Local Authority:
   o   Duty Emergency Planning Officer
   o   Children's Services
   o   Public Relations Officer
   o Educational Psychologists			

Establish a helpline and use this to arrange a meeting for parents & carers: explain the situation			
Maintain lines of communication with: ○ Pupils ○ Parents / carers ○ Local Authority ○ Emergency Services ○ Neighbouring schools See Contacts Sheet (Page 10)			
Establish a briefing room (s) for families and/or staff			
Nominate a 'meet and greet' person			
Other Aide-Memoires: ○ Unplanned School Closure (Page 24) ○ Death/Serious Injury (Page 26)			
Business Continuity Considerations			
Insurance/legal considerations			
Cancel bookings and activities as required. Keep a record to allow for quick re-instatement			
Controlled assessments			
Exam timetables			
Security of site			
Prepare for Recovery Stage. Go to Section 3 (Page 48)			

Further Notes:

Aide-Memoire 5 - School Trip Incident

For example, off- site accidents, transport accidents, transport delays

Action	Person Responsible	Completed Time	Notes
School Based Contact: On receiving a call from a group on a visit use the **'Home Based Contact Emergency Action Sheet'** to record key information **(Page 34)**			
Decide level of response. If required activate emergency plan. Note date and time			
Start Incident Log (Page 9)			
Convene School Incident Management Team (Page 16)			
Use EVOLVE – School based contact to access trip details			
Set up an Incident Control Room as a focal point for all information and decisions			
Contact Police			
Contact Local Authority o Duty Emergency Planning Officer (If it is a **major incident**, also contact the Director of Children and Education, or Assistant Director) o Children Services See Contacts Sheet (Page 10)			
Follow School Health and Safety Policies and Procedures o Accident and Incident Forms o RIDDOR			
Pupil Considerations: Liaise with School Trip based contact			
Specific pupil needs: medication, glasses, dietary needs etc.			
Catering requirements			
Alternative accommodation and/or transport			

Ensure arrangements for return home are in place			
Media, PR & Information Sharing: Use Communications and Media Checklist (Page 46)			

Contact:
   o Chair of Governors
   o Parents/Carers
   o Home contacts for staff/volunteers on trip
   o Transport Provider
   o Insurance Provider
   o Foreign and Commonwealth Office (if abroad)			

Depending on severity of incident establish helpline for:
   o Governors
   o Staff
   o Pupils
   o Parents/Carers
   o Public			

Establish a briefing room (s) for families and/or staff			
Nominate a 'meet and greet'			
Voluntary organisations: advice and guidance			

See other scenarios as required:
  o Death/Serious Injury (Page 26)
  o Outbreak of Disease (Page 28)
  o Emergency Safeguarding (Page 30)			

Response Actions and Business Continuity Considerations			
Re-schedule or cancel activities Record any changes made			
If Delays are extensive: Controlled assessment/exam timetable considerations. Continued updates to home			
Log damaged and lost items Log costs of incident Contact insurance			
Prepare for Recovery Stage. Go to Section 3 (Page 48)			

School Trip: Home Based Contact Emergency Action Sheet

1. In the event of receiving an emergency call from a group on a visit, remember they will be extremely stressed. You need to remain calm and record as much information as possible using the table below:

Time: **Time difference if outside of the UK:**	**Date:**
Name of Caller: **Their role in the visit:**	
Trip:	
School Name(s):	
Number to call back on:	
Find out: *What happened?* *When did it happen?* *Who is involved?* *Location of incident* *Type of incident* *Number of people involved/casualties* *Emergency services/Foreign and Commonwealth Office present?* *What support do they need?* *Number of young people on visit:* *Number of adults on visit:* *Intended Actions of Visit Leader and Group (e.g. are they moving to another location)*	

2. Advise that you will be setting up a School Incident Management Team to deal with the incident and will call back at an agreed time or within an agreed interval.

3. Advise the caller to record any actions taken and to provide regular updates.

Aide-Memoire 6 – Fire or Flood

For example, Burst Water Main, Fire on Premises or Neighbouring Building

Action	Person Responsible	Completed Time	Notes
Follow school evacuation procedures as required			
Start Incident Log (Page 9)			
Contact Head Teacher or Deputy (Contact Sheet Page 10)			
Activation of plan - note date and time			
Liaise with Emergency Services			
Convene School Incident Management Team (Page 16)			
Set up an Incident Control Room as a focal point for all information and decisions (off-site if required)			
Alert as appropriate: ○ Governors ○ Teaching staff ○ Support staff ○ Contracts			
Consider media, PR and information sharing– see Media and Communications Checklist (Page 47)			
Contact: ○ Duty Emergency Planning Officer ○ Public Relations Officer ○ Children's Services ○ Schools Organisation Team ○ Property Services ○ Insurance Company **Contact Sheet (Page 10)**			
Follow School Health and Safety policies and procedures ○ Accident and incident forms ○ RIDDOR			

Establish helpline			
Establish a briefing room (s) for families and/or staff			
Nominate a 'meet and greet'			
Alert parents/carers			
Relocation – liaise with 'Buddy School'			
Specific pupil needs: medication, glasses, dietary needs etc			
Catering requirements			
Voluntary organisations: advice and guidance			
Other Aide-Memoires: o Unplanned School Closure (Page 24) o Death/Serious Injury (Page 26)			
Business Continuity Considerations			
Re-schedule or cancel activities			
Log damaged and lost items Log costs of incident			
Prepare for Recovery Stage. Go to Section 3 (Page 48)			

Further Notes:

Aide-Memoire 7 - Bomb Threat

For example, telephone threats, suspicious packages, or unexploded devices

Action	Person Responsible	Completed Time	Notes
Start and maintain Incident Log (Page 9) Record all information			
Contact Head Teacher or Deputy (Contact Sheet Page 10)			
Activation of plan – note date and time			
If it is a telephone threat use Bomb Threat Sheet (Page 39) to record details of the call and give to Police **Consider whether telephone threat is credible**			
Follow the School's Bomb Threat Policy and use this table as a prompt.			
Convene School Incident Management Team (Page 16)			
Collect Attendance Register			
Calmly evacuate building using normal evacuation procedures to outside the emergency services cordon			
Take a pupil roll call: any missing pupils or staff are to be reported to the Police **No searches are to be carried out**			
If all pupils are present, consider safe relocation such as local park or 'buddy school'			
Establish off-site Incident Control Point			
Ensure First Aiders report to Incident Control Point			
Call 999 and advise emergency services of actions 1) Police 2) Fire (may be alerted automatically by alarm)			

For out of hours threats, key holder is to inform police immediately			
Site security: Keep all personnel out of the school until safe to return			
Alert: ○ Governors ○ Staff ○ Support Staff ○ Pupils and parents/carers			
Consider media, PR and information sharing– See Media and Communications Checklist (Page 47)			
Contact: ○ Children's Services ○ School Organisation Team ○ Duty Emergency Planning Officer ○ Property Services ○ Insurance Company See Contacts Sheet (Page 10)			
Transportation			
Business Continuity Considerations			
Exam timetables/ controlled assessments			
Catering requirements			
Re-schedule or cancel activities – record any changes made			
Regular updates in place for parents / carers, staff, pupils			
Plan for re-opening: return to normality			
Prepare for Recovery Stage. Go to Section 3 (Page 48)			

Further Notes:

Telephone Bomb Threat Sheet

[Print out and keep copies in reception and main office areas]

Date:. . . . . Time:. . . . . Name:… . . . .

When is the bomb going to explode?. . . . .

Where is it right now?. . . . .

What does it look like?. . . . .

What kind of bomb is it?. . . . .

What will cause it to explode?. . . . .

What is your organisation/codeword?. . . . .

Did you place the bomb?. . . . .

Why are you doing this?. . . . .

What is your name/address?. . . . .

Exact wording of threat:. . . . .

. . . .

. . . .

Telephone number (if available). . . . .

 Time of call completion:. . . . .

DO NOT HANG UP THE PHONE
(*Try to keep the caller talking and attract the attention of the supervisor*)

You must inform your site manager on ext:. . . . .

Additional details: . . . .

. . . .

. . . .

Gender		Tone of Voice		Behaviour of Caller	
Male		Deep		Calm	
Female		High Pitched		Angry	
Age		Nasal		Laughing	
Old		Muffled		Crying	
Young		Disguised		Excited	
		Familiar *		Slow	
		Stutter		Rapid	
		Loud		Irrational	

*If familiar, who did it sound like?. . . . .

Accent (specify). . . . .

. . . .

. . . .

Distraction/Background noises (give as much detail as possible).

Description	Yes	No	Comment
Noise online			
Payphone tone or pips			
Operator instructions			
Any one in background			
Clear line static			
Aircraft			
Household noises			
Crackling			
Office			
Phone box			
Machinery			
Animals			
Music			
PA System			
Traffic			
Talking			
Long Distance			
Children			
Anything Else			

Aide-Memoire 8 – Unplanned Loss or Shortage of Key Staff

For example, industrial action or illness

Action	Responsible	Completed? Date/Time	Notes
Start and Maintain Incident Log (Page 9)			
Contact Head Teacher or Deputy			

Identify:
   o Which staff are absent?
   o Timescale of shortage
   o Critical services disrupted			

Convene School Incident Management Team if necessary (Page 16) **Assess: SCALE, DURATION and IMPACT**			

Inform as appropriate:
   o Chair of Governors
   o Teaching Staff
   o Support Staff
   o Parents/Carers
   o Pupils
Use Communications & Media Checklist (Page 47)			

Liaise with support organisations or services:
   o Children's Services
   o Duty Emergency Planning Officer
   o Department for Education
   o Assistant Director – Education Services
   o Risk and Insurance
See Contact List (Page 10)			

Alternative Teaching Staff
   o Supply teachers contact list
   o Agency staff			

Multi-skilled staff
   o List of staff skills location
   o Re-allocate staff			

Class Sizes
   o Maintain acceptable ratio staff: pupils
   o Can activities be arranged e.g. sports, assemblies, external providers			

Support Staff o Consider human resources available: exam invigilators, after-school club leaders etc.			

Virtual Learning Environment
   o   Schools own 'e learning' website, or GCSE Bitesize
   o Remote learning/assessment			

School Timetable o Alternative timetable to accommodate fewer staff			

Buddy Schools
   o   Liaise with neighbouring schools
   o Shared staff/facilities			

Support for returning staff o Is any support required after absence?			
See Unplanned Schools Closure Aide - Memoire (Page 24) for Business Continuity through a full			

Aide-Memoire 9 – Denial of Access

For example, preserved scene: break-in investigation, alarms not working/electronic doors

Action	Responsible	Completed? Time	Notes
Start and Maintain Incident Log (Page 9)			
Contact Head Teacher or Deputy (Contact Sheet page 10)			

Identify disruption:
  o Damage to property or equipment
  o Critical service functions			

Contact Police (999 or 101 for non-emergencies)			
Convene School Incident Management Team if necessary (Page 16) **Assess: SCALE, DURATION and IMPACT**			

Inform as appropriate:
  o Governors
  o Teaching Staff
  o Support Staff
  o Parents/Carers
  o Pupils
Use Communications & Media Checklist (Page 47)			

Liaise with support organisations or services:
  o Children's Services
  o Duty Emergency Planning Officer
  o Department for Education
  o Risk and Insurance
See Contact List (Page 10)			

Site Security
  o List of key holders location
  o Consider other means of access e.g. locksmith
  o Ensure site access is restricted
  o Keep records of those at or leaving site
  o Security company			

Health & Safety
  o Is access limited by a hazardous event? E.g. fire, asbestos exposure, break-in
  o Ensure health and safety of site attendees is monitored			

Make alternative arrangements to cover (as necessary):
  o Accommodation
  o Lessons
  o Activities
  o After school clubs or events			

Remedial Action
  o Initiate action necessary to regain access e.g. locksmith, repairs, clean-up
  o Monitor ongoing works and liaise with stakeholders			

See Unplanned Schools Closure Aide -Memoire (Page 24) for Business Continuity through a full closure.			

Aide-Memoire 10 – Failure of Technology or Loss of Data

For example, network disruption, damage to computers

Action	Responsible	Completed? Time	Notes
Start and Maintain Incident Log (Page 9)			
Contact Head Teacher or Deputy (Contact Sheet page 10)			
Contact ICT Support / Internet Providers and establish: o Timescale of loss o Loss of personal/confidential data o Back – up offered o Critical services disrupted			
Severity of Impact: o User groups/vulnerable groups affected o Potential security breaches o Safeguarding – liaise with school's Child Protection Officer			
Convene School Incident Management Team if necessary (Page 16) **Assess: SCALE, DURATION and IMPACT**			
Inform as appropriate: o Governors o Teaching staff o Support staff o Parents/Carers o Pupils Use Communications & Media Checklist (Page 47)			
Liaise with support organisations or services: o Children's Services o Duty Emergency Planning Officer o Department for Education o Risk and Insurance See Contact List (Page 10)			
Alternative Data Locations or Facilities o Offsite data/hard copies o 'Buddy School' facilities			
School Timetable o Alternative timetable to compensate loss of lessons o Failure of remote learning considerations o Activities/specific sessions requiring technology re-arranged o Controlled assessment and exam			
Site Security and Access o CCTV/alarms/access Points – all functioning? Consider limiting access points if not. o Key holders identified o Identification/visitor badges for ICT support/technology companies			
See Unplanned Schools Closure Aide- Memoire (Page 24) for Business Continuity through a full closure.			

Aide-Memoire 11 – Loss of Key Suppliers, Partners or Third Parties

For example, liquidation of a supplier company

Action	Responsible	Completed Date/Time	Notes
Start and Maintain Incident Log (Page 9)			
Contact Head Teacher or Deputy (Contact Sheet page 10)			
Contact Supplier/Partner and Establish: o Timescale of loss o Critical services disrupted o Back-up options - suppliers			
Severity of Impact: o User groups/vulnerable groups affected o Proportion of school affected			
Convene School Incident Management Team if necessary (Page 16) **Assess: SCALE, DURATION and IMPACT**			
Inform: o Governors o Teaching staff o Support staff o Parents/Carers o Pupils Use Communications & Media Checklist (Page 47)			
Liaise with support organisations or services: o Children's Services o Duty Emergency Planning Officer o Department for Education o Risk and Insurance See Contact List (Page 10)			
Alternative Temporary Supplies/Facilities o 'Buddy School' facilities o Council assistance o Secondary suppliers or partners			
Catering Requirements o Alternative lunches o Location - onsite/offsite			
School Timetable o Alternative timetable to compensate for loss of supplies or third parties o Activities/specific sessions re-arranged o Controlled assessment and exam timetables			
Site Security and Access o Unused areas locked up o Key holders identified o Identification/visitor badges for secondary suppliers etc			
See Unplanned Schools Closure Aide-Memoire (Page 24) for Business Continuity through a full closure.			

Aide-Memoire 12 – Loss of Utilities

For example, damage to water or electricity supply

Action	Responsible	Completed Date/Time	Notes
Start Incident Log (Page 9)			
Contact Head Teacher or Deputy (Contact Sheet page 10)			
Contact Utility Company and Establish: o Property Maintenance / Support Company o Timescale of loss o Areas of school affected o Critical services disrupted o Back-up options – generators etc			
Level of Impact: o Time of day o Season/weather/temperature			
Convene Schools Incident Management Team if necessary (Page 16) **Assess: SCALE, DURATION, and IMPACT**			
Inform: o Governors o Teaching Staff o Support Staff o Parents/Carers o Pupils Use Communications & Media Checklist (Page 47)			
Liaise with support organisations or services: o Children's Services o Duty Emergency Planning Officer o Department for Education o School Organisation Team o Risk and Insurance See Contact List (Page 10)			
Alternative Teaching Location o Areas of school not affected o 'Buddy School' facilities			
Catering Requirements o Alternative lunches o Location - onsite/offsite			
School Timetable o Alternative timetable to compensate for loss of lesson time o Alternative start or finish time. o Controlled assessment and exam timetables			
Site Security and Access o Unused areas locked up o Key holders identified o Identification/visitor badges for utility workers			
See Unplanned Schools Closure Aide – Memoire (Page 24) for Business Continuity through a full closure.			

Communications and Media Checklist

Actions	Completed Date/ Time
Identify Communications and Media Lead	
Start and maintain a log (Use a copy of the Log Sheet on Page 9 if required)	
Liaise with emergency services and establish if they will be handling media	
Contact Sandwell Communications Team on press_office@sandwell.gov.uk during office hours, and 07920 027 723 for out of hours calls	
Gather facts: who, what, when and credibility of source	
Agree statement with partner agencies (Police, Fire, Ambulance & Local Authority)	
Check statement with legal advisers, if necessary	
If possible alert staff that a statement will be released at an agreed time – this is preferable to giving a 'no comment' answer to the media	
Type out press statement ready to be emailed or handed out on site – Council Communications Team is also able to help with this	
Consider management of on-site media: parking and refreshments if appropriate	
Identify all interested parties that may need informing and prioritise: Use Specific Incident Aide-Memoires as a prompt	
Always use information provided by Police, Fire, Ambulance & other Local Authorities, or other services to inform parents, carers and the public	
Designate a helpline number	
Keep phone lines for Emergency Services/Local Authority separate to the public or family/carers helpline	
Set up answer phone message which can be updated regularly	
Contact those directly affected either through a telephone conversation or face to face if possible	
Use text messages for quick transfer of information – not ideal in more sensitive circumstances or where alarm may be caused.	
Update the school website	
Use the local radio as a communication resource	
Use social media to spread advice and information: Facebook, Twitter etc.	

Section 3

Recovery

Recovery: Short and Long Term

The purpose of the recovery and return to 'business as usual' phase is to resume normal working practices for the school as quickly as possible. Planning for recovery will be initiated by the school as soon as it is practically possible during the incident. Where the impact of the incident is prolonged, 'normal' operations may need to be delivered under new circumstances e.g., from a different location.

An action plan needs to be agreed for this final phase of the incident response. The following issues need to be considered as part of the action plan:

- o the ongoing safety, health and wellbeing needs of the school community,
- o the environment and physical infrastructure,
- o the financial and economic recovery of the school,
- o communication strategies,
- o the longer term impacts e.g., anniversaries, memorial services, and VIP visits,
- o learning lessons from the incident to inform the future development of the business continuity plan.

	Action	Further Info/Details	Responsible?	Complete?
1.	**Recovery** Agree and plan the actions required to enable recovery and return to normality.	o Agree actions dependant on the nature of the incident. o Set timescales with responsibility for completion clearly indicated. o **Use Recovery Log, on the following page (50)**		
2.	**Long Term Support** Respond to any ongoing and long term support needs of staff and pupils	o Educational Psychologists o Voluntary organisation support o Educational support from staff o Bereavement Services o Literature/advice on available help		
3.	**Communication** Once recovery actions are complete, communicate the return to 'business as usual'.	o How? o Who? o When? Use Communications and Media Checklist (Page 47)		
4.	**Debrief** Carry out a 'debrief' of the incident with staff (and possibly with pupils).	o Carry out a full incident debrief (Page 51) o Document any improvements to be made and any lessons learned		
5.	**Plan Review** Review this Emergency and Business Continuity Plan in light of lessons learned from the incident and the response to it.	o Implement recommendations for improvement and update this plan. o Produce revised version of the plan o Ensure all School Incident Management Team members and relevant personnel are aware of the changes		

Recovery Log Sheet

Actions	Person Responsible	Completed Date/Time

Debrief and Lessons Learned

A debrief serves as a comprehensive review that is undertaken post-incident, bringing together all involved parties. The Incident Lead should ideally arrange the debrief promptly to capture an accurate and reliable account of the incident, facilitating the identification of crucial lessons.

1. The incident coordinator and key members of the incident team should attend the debrief session.

2. Appoint a facilitator, ideally someone who was not closely involved in the incident who can ask questions from an independent and non-biased perspective. The chosen facilitator should be briefed to explore key positives and criticisms in greater depth. If necessary, Sandwell Council Resilience Team may fulfil this role on behalf of the school upon request. Contact the Resilience Team via email for further assistance.
emergency_planning@sandwell.gov.uk

3. Go through the incident response step by step. Revisit the emergency plan and identify any deviations from the plan. What changed and why?

4. Ask for specific feedback on various headings related to key issues/areas, such as for example:

   - **Procedures**
   - **Communication**
   - **Liaison**
   - **Finance**
   - **Public Relations**
   - **Health and Safety**
   - **Resources**

The key questions to address are:

   - **What went well?**
   - **What didn't go so well?**
   - **How would we handle a similar situation in the future?**

5. Use the Example Agenda for an Incident Debrief as a helpful guide (refer to Page 52).

6. Complete a report to document recommendations, improvement opportunities and any lessons identified. It is imperative that the Head Teacher or Chair of Governors takes ownership of the report to ensure the implementation of necessary actions.

7. Feedback any suggestions regarding the plan format to Sandwell Council Resilience Team. Your insights are crucial for continuous improvement.

Example Agenda for an Incident Debrief

1. Welcome & introductions	
2. Summary of the incident	
3. Aim of the debrief	
4. Lessons learned:	
• **Procedures**	
• **Communication**	
• **Liaison**	
• **Finance**	
• **Public Relation**	
• **Health and Safety**	
• **Resources**	
5. Summary of actions to carry forward	
6. Any other business	
7. Close of debrief	

Inclusion Support – Critical Incident Response

Defining a Critical Incident

A 'Critical Incident' may be defined as a sudden or unexpected event which seriously traumatises or causes a significant degree of distress to members of the school population. Such incidents may encompass:

- o Death of a child or member of staff
- o Serious injury, accident, or disturbing event
- o Abduction or child reported missing
- o Major emergency such as a fire or explosion.

Educational & Child Psychology Service
Critical Incident Support team

Principles

The work of the Educational & Child Psychology Service in the event of a critical incident will be guided by the following principles:

- An experienced educational & child psychologist will take primary responsibility for the work and will be supported by other senior members of Inclusion Support Service.
- Help will be actively offered to Schools and Local Authority services and to individual children and young people and school communities.
- Support needs will be assessed with parents / carers, professional leaders and children and young people and a flexible and responsive support plan will be co-constructed.
- The least intrusive and effective intervention will be offered.
- Short term support and signposting and referral pathways will be agreed.

The Educational & Child Psychology Service is available to children, young people and their families, usually through their schools or early years settings. Exceptionally, the Principal Educational Psychologist may agree to work at other venues.

Communication between the school and the allocated Educational Psychologist will be established quickly and clearly. This will enable schools to access support in the immediate aftermath of a traumatic incident, and to continue to access appropriate support in the medium and longer term as the wider ranging impact of any trauma becomes evident.

Responses in the event of a critical incident

Support offered can include:

- Initial and ongoing personal consultation with decision-makers or managers.
- Help for managers regarding how to share information with individuals', groups and the school community.
- Personal support for managers who often value having someone outside of their home and school community to share their own concerns and anxieties with.
- Individual support through phone and video link for children, young people, and staff. This is essentially a first response listening service designed to enable individuals to express their feelings, anxieties and concerns and to provide a framework to enable them to

identify the sources of sustainable support they have available to them and how they might best use these supports.

- Individual support will usually be over two sessions, though 'check-ins' will be arranged when needed.
- Psychological advice, for example, on bereavement and the grieving processes in children and young people, on post-traumatic stress reactions, or on accessing other agencies and bespoke self-help materials that the team can provide.
- Making resources available to schools that may be useful in supporting children, young people, parent/carers, or staff.
- Longer term follow up where this is agreed to be needed.

Contact:
Melanie Sutherland, Principal Educational Psychologist, Inclusion Support, Sandwell MBC
Melanie_Sutherland@Sandwell.gov.uk

Alison Bayliss, Critical Incident Support Manager, Inclusion Support, Sandwell MBC
Alison_bayliss@sandwell.gov.uk

Contact number: 0121 569 2777

External contacts to support traumatic events:

- CRUSE Bereavement Support (Sandwell Branch) – 0121 558 1798
- Support through your local church or other place of worship
- Support through consultation with your GP
- Edward's Trust (Edgbaston, Birmingham) – 0121 454 1705
- The Child Death Helpline – 0800 282 986 or 0808 800 6019. Open Mon - Friday from 10am to 1pm and every evening 7pm to 10pm
- Child Bereavement UK – 01494 568 949
- Hope Again – 08088 081677 (Support for young people following a bereavement)

Section 4

Resources

School Site Information

This section contains all site plans and maps that are specific to the school and may be needed in an emergency situation, including:

- **School Site Plan including grounds and surrounding area**
- **School floor plans**
- **Fire Safety Plans**
- **Utilities features**
- **Any other school specific documentation**

The following table includes features indicated on the above site and safety plans and which plan they can be found in.

Utility and Safety Features	In which Plan? e.g. Fire Safety	Date checked or updated	Date checked or updated
Designated Fire Routes and Fire Exits			
Manholes [with note indicating the service to which it gives access for example foul sewer, surface water, telephone and so on].			
Assembly point for staff/pupils/visitors in case of evacuation during normal hours [roll call to be conducted here; this place to be identified on signs of each fire alarm]			
Electricity cut off switch [cuts supply to all or part of building]			
External telephone junction box			
Fire hydrant/sources of water			
Foam inlet pipe			
Fuel oil storage tank (and fuel lines) [state full capacity]			
Gas stop valve			
LPG storage tank (and fuel lines) [state full capacity]			
LPG supply stop valve			
Oil supply stop valve			
Plant and machinery			
Surface water drain grills			
Water top valve			

School Security and ProtectUK

ProtectUK is a new central hub for counter terrorism and security advice which aims to make the UK the safest place to live and work for all its citizens.

The Department for Education, in collaboration with the National Counter Terrorism Security Office (NaCTSO) and sector partners, has developed a range of free resources to support education settings and relevant security leads in ensuring the safety of learners and staff from terrorism and other major incidents.

Actions Counters Terrorism (ACT) for Education E-learning
This bespoke online training is specifically designed for those working in education settings. It focuses on fostering a security-minded culture, identifying security vulnerabilities and suspicious activities, and effectively responding to incidents. Developed in partnership with the Department for Education, NaCTSO, and other key stakeholders, this course is based on core principles such as Run, Hide, Tell, the HOT Protocol, and the Power of Hello.

Department for Education's Protective Security and Preparedness Guidance for Education Settings
This guidance outlines strategies for enhancing the protection of education settings and developing robust response plans to mitigate the impact of incidents. Covering areas such as response plan development, testing and exercising, and communications strategies, this non-statutory guidance is intended for all individuals responsible for maintaining learner safety, including security leads.

These resources complement the recently updated ACT for Youth initiative and are readily accessible to all education professionals.

For further information and access to these resources, please visit: ACT for Education | ProtectUK

Lockdown Procedures
Schools should consider the need for robust and tested school lockdown procedures. Lockdown procedures should be seen as a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of staff and pupils in the school. Procedures should aim to minimise disruption to the learning environment whilst ensuring the safety of all pupils and staff.

The Department for Education has created a Lockdown Template for this purpose.

Sandwell Council Resilience Team Information

For use by Sandwell Council Resilience Team only

This plan is created for schools in Sandwell by Sandwell Councils' Resilience Team. Details below for Resilience Team's administrative use.

Title	**Schools' Emergency, Business Continuity & Recovery Plan**
Freedom of Information and Data Protection	No Restrictions (Template). FOI Lead Agency - Sandwell Council
Author	Nabeel Yafai, Sandwell Metropolitan Borough Council.
Document Owner	Resilience Team
Document Maintenance	This plan will undergo a comprehensive review every 3 years in close consultation with key stakeholders. Additionally, contact details will be verified annually.
Consulted	Director of Children and Education, Public Health (PH), Environmental Health (EH)
Approved by	Children and Education. **Date:** 02/05/2024
Publication Date	02/05/2024 **Review Date**: 02/05/2027
Superseded Documents	*School's Emergency & Business Continuity Plan 2015*

Sandwell Council Resilience Team Template Version Control

Date	Version	Updated By (Name and Role)	Amendment Details	Next Review Date
03/03/2021	v2.0	Nabeel Yafai – Resilience Officer	Full plan review	03/03/2024
29/03/2022	v2.1	Nabeel Yafai – Resilience Officer	Director details updated	03/03/2024
02/05/2024	v3.0	Nabeel Yafai – Resilience Officer	Full plan review Weblink updates, contact details updated ProtectUK information added	02/05/2027
07/01/2025	v3.1	Nabeel Yafai – Resilience Officer	Council Comms dept. contact details updated.	02/05/2027

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